DOCUMENT RESUME

ED 407 996 JC 970 339

AUTHOR	Hamilton, John M.
TITLE	Tracking Student Credit Hour Generation and Transfer Success from Gainesville College to System Senior Institutions: Fall of 1990 to Fall of 1995.
INSTITUTION	Gainesville Coll., GA. Office of Planning and Institutional Research.
PUB DATE	May 97
NOTE	24p.
PUB TYPE	Reports - Research (143)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Admission (School); Articulation (Education); Associate Degrees; Business Administration; *College Transfer Students; Community Colleges; Credits; Higher Education; Remedial Instruction; Sex Differences; Special Needs Students; *Student Characteristics; *Student Mobility; Tables (Data); Two Year Colleges
IDENTIFIERS	*Transfer Rates (College)

ABSTRACT

In 1990, a study was conducted to investigate the five-year transfer patterns of students who entered Gainesville College, a public two-year unit of the University System of Georgia, during the fall of 1990 as they matriculated to public baccalaureate-granting institutions within the state. A variety of student cohorts were followed from fall 1990 to the end of fall 1995, including: students who started with remedial needs, male and female populations, students with and without associate degrees, traditional versus nontraditional age (25 and over) entering students, credit hours earned at the starting college, business administration majors, and high school college preparatory students. Highlights include the following: (1) 26% (n=150) earned associate degrees at the college with 91 of the degrees earned by females and 132 earned by students less than 25; (2) 35.8% (n=205) did not earn over 15 academic credits at the College within five years of entering the college; (3) of the 208 who transferred, 51% (n=106) of the transfer activity from the college occurred over the second year and 83.7% (n=174) occurred over the third year; and (4) the transfer rate for those with three remedial requirements were 15.3% (n=15). Extensive data tables are included. (HAA)

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Tracking Student Credit Hour Generation and Transfer Success from Gainesville College to System Senior Institutions: Fall of 1990 to Fall of 1995

May 1997

Dr. John M. Hamilton
Office of Planning and Institutional Research
Gainesville College
Gainesville, Georgia 30503
(770) 718-3815
jhamilto@hermes.gc.peachnet.edu

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Tracking Student Credit Hour Generation and Transfer Success from Gainesville College to System Senior Institutions: Fall of 1990 to Fall of 1995

Overview

This paper investigates the five-year transfer patterns of students who entered Gainesville College, a public two-year unit of the University System of Georgia during the fall of 1990 as they matriculate to public baccalaureate-granting institutions within the state. A variety of student cohorts are followed from the fall of 1990 to the end of the fall of 1995 to include those who started with remedial needs, male and female populations, those with and without associate degrees, traditional versus nontraditional age (25 and over) entering students, by credit hours earned at the starting college, business administration majors, and others.

Highlights

There were 572 students with self-declared transfer majors who started at the College in the fall of 1990 and never transferred any credit back to the originating college after five years. By the fall of 1995 the following occured

- Twenty-six percent (150/572) earned associate degrees at the College with the majority of those degrees earned by females (91 of 150) and students who were less than 25 at the time of first enrollment (132 of 150).
- Slightly fewer than 50 percent (49.0%, 280/572) of the entering cohort progressed into their sophomore year.
- More than one in three (35.8%, 205/572) did not earn over 15 academic credits at the College within five years of entering the College.
- Of those who transferred (n = 208), the majority matriculated to only three institutions within the University System of Georgia: The University of Georgia (40.9%, 85/208), North Georgia College and State University (35.6%, 74/208), and Georgia State University (8.2%, 17/208).
- Of those who transfer (n = 208), almost all of the transfer activity from the College occurs over the second (51.0% transferred, 106/208) and third years (83.7% transferred, 174/208).
- Transfer rates were appreciably higher for students with associate degrees (71.3%, 107/150) and for those with 45 or more academic credits earned at the College (63.9%, 179/280) as compared to those without associate degrees 23.9%, 101/422) and those with fewer than 45 academic credit hours (9.9%, 29/292).
- Transfer rates were very low for those with three remedial requirements (15.3%, 15/98), those who started in DSM 010 the lowest level of remedial mathematics (15.2%, 20/132), those with 15 or fewer earned academic credits at the College (15.4%, 16/205), and for those with five CPC-deficiencies coming out of high school (16.7%, 1/6).
- Students with large investments in a degree program such as business administration majors with 60 or more academic credits and passing grades in several key major courses attain the associate degree (88.4%, 38/43) and transfer to senior units at high rates (81.4%, 35/43).
- Some students without transfer credit to the College who are in self-declared nontransfer programs still transfer to some extent (12.9%, 8/62).

A Brief Description of the College

The College is a two-year unit of the University System of Georgia which consists of 34 public colleges and universities of which 15 are two-year colleges and the rest are senior colleges and universities. The College is an open enrollment institution with a commuter population. The fall of 1996 enrollment totaled 2,652 students. About half of the entering students take one or more developmental studies courses. Over 90 percent of the students are enrolled in transfer-oriented liberal arts programs. The average age of the student body is slightly less than 24 years (23.8), but the majority of students (62%) are 21 years of younger (25% are 25 years of age or older). Females comprise 57.4 percent of the student body. The full-time enrollment at the College during any given quarter is about 60 percent. Ninety-three percent of the student body is white. Blacks account for about 3.4 percent and Hispanics make up most of the remainder (2.0%).

Introduction

Since the College is an open admissions institution with primarily transfer-oriented students, an important outcome is the number or students who move through the transfer programs and actually transfer. Despite the importance of the College's transfer function, it is tough to reliably document how effective a college is at achieving that key accountability outcome. Difficulties encountered by those wanting to do transfer studies include

1. Often involve exhaustive and time-consuming searches through transcripts.
2. Might involve a questionnaire with all the attendant problems and expense.
3. It is difficult to focus on a subpopulation of students (part-time, full-time, business majors, freshman, sophomore, those with associate degrees, applied science majors with no intent to transfer).
4. The need to longitudinally follow students over multi-year periods. Students transfer at almost any time after entry into a community college and with a variable number of credits earned at the two-year college.
5. Difficulty in tracking students from one school to another, especially to private and out-of-state institutions, thus always has the sense that the rate is too low (i.e. usually not possible to detect all the transfer activity).
6. Most do not want to do the study once let alone repeat a difficult and time-consuming study about transfer on a regular basis.

Despite the hardships of transfer studies, they are done and should be done. Depending on the student population under investigation it seems that about 25 percent or so (may range from 15 to 40%) of two-year college students eventually transfer to senior colleges and universities within three years of starting. Some analyses have concluded that first-time college freshmen who begin their studies at community colleges are less likely to attain a baccalaureate degree than students who begin their studies at a four-year institution. This phenomenon, assuming it is generalizable, seems related to the non-traditional structure of the two-year college which provides less opportunity for the integration of students into the academic and extracurricular life of the institution. The thrust of the argument that has some supportive data is that two-year students are less involved in the life of the campus, faculty at two-year colleges have lower expectations of students and lower class standards, students are often academically weak and lack strong educational goals, and community colleges presumably dampen or "chill-out" the transfer aspirations of students and divert them to vocational programs.

One can estimate rates by (1) tracking two-year students with at least a few earned credits to senior institutions or (2) determine the number of students at senior institutions who attended a

community college at some time. Transfer rates vary for a variety of reasons depending on how the cohort is defined. Some factors that affect transfer rates include

1. Full-time students have higher transfer rates than part-time students.
2. Career-oriented students in terminal vocational programs transfer at lower rates than baccalaureate-seeking students.
3. Traditional students who enter the College within several years of graduating from high school transfer at rates higher than non-traditionals.
4. Most students (about 50-60%) if they transfer at all do so within three years, but some take much longer
5. Students who start in developmental programs are less likely to transfer than those who begin as regular placement students.
6. Students from lower socioeconomic strata are less likely to transfer than those from higher income families.
7. Students who integrate well into the academic and social life of the institution are more likely to persist and transfer. The contribution of the community college to the academic and social development of the student differs appreciably from one college to another and between students at the same college.
8. Students from families with college-educated parents are more likely to transfer.
9. State's with strong articulation agreements with two-year colleges show greater transfer success (students may lose credits, hence a sense of progress when they transfer to a senior unit that creates discouragement).
10. The majority of students transfer before earning the associate degree, but most have at least a freshmen level of credits or more prior to transfer.
11. Transfer rates are higher for students who take and complete a college preparatory track in high school (as compared to a vocational track).

Georgia Longitudinal File

The University System of Georgia established a longitudinal SIRS file (Student Information Reporting System) that it has maintained through the Office of Informational Technology (OIT) in Athens since the fall of 1983 (there are no electronic records prior to 1983). It is a rich source of electronic data keyed to social security number that allows one to track the progress of any student through the 34 public colleges and universities in the System.

Procedure to Process Longitudinal File Data to Track Student Transfer Activity

Once permission to access the longitudinal file was secured, a modem download in response to an InfoFetch script was executed for all students who entered the University System for the first time during the fall of 1990 at Gainesville College. Data concerning a student is keyed to social security number and contains institution-specific information about each quarter of attendance to include major, credit hours taken and passed, cumulative grade point average, and degrees earned.

The longitudinal data is then combined with information from the College's database to include self-declared major, gender, data of birth, complete course history, and codes for remediation needs and whether college preparatory high school courses were completed. A locally-generated Pascal program then processes the data to determine transfer rates, academic credit completion patterns at the College and at transfer institutions (institution credit from remedial courses is not included as academic credit), associate and baccalaureate degrees earned at each System institution attended, and whether the cumulative grade point average at the two-year institution is higher than that of the transfer college or university.

Some students transferred to two or more senior colleges and universities in the University System of Georgia. When this occurred, only the first institution to which they transferred was

considered in the analysis. This did not occur very often. Therefore, all transfer activity reflects unduplicated counts. Transfer activity to junior colleges within the System was tracked but not included in the analysis. Almost all students who went from the College to another two-year college went to nearby Dekalb.

Student Populations in Study

There were several populations of students in the study as outlined below. All in all there were 760 students who started at the College for the first time during the fall of 1990. Of those 760 students, 680 (89.5%, 680/760) had self-declared transfer majors whereas 80 (10.5%, 80/760) were in nontransfer programs. Although overall transfer rates were determined for students with self-declared nontransfer majors, they were not included in any of the other cohorts. As might be expected, overall five-year transfer rates for nontransfer majors (15.0%, 12/80) were significantly lower than those for students with self-declared transfer majors (38.4%, 261/680) and represented only 12 students that went on to transfer despite declaring a nontransfer major.

Only students with self-declared transfer majors were considered in the longitudinal study. Of those 680 students with self-declared transfer majors at the College, 572 (84.1%, 572/680) had never transferred any academic credits to the two-year college from other colleges over the five-year study period whereas 108 (15.9%, 108/680) either started at the originating college with transfer credits or left the two-year college, attended other two-year or senior colleges, then returned to the two-year college with transfer credit within the five-year study period. Since this longitudinal study wanted to look at only the impact of the originating college on transfer activity, the 108 students who either started with transfer credits or left then returned to the College with transfer credit were excluded from the study. It is interesting to note though, that the 108 students in this category had relatively high rates of overall transfer activity (49.1%, 53/108). Students in this group may have started at the College with transfer credits or after starting they may have transferred academic credits back to the College from two- or four-year institutions within or without the University System.

This longitudinal study focused on the 572 students with self-declared transfer majors and without any transfer credit back to Gainesville College that were segmented into a variety of subgroups and tracked for transfer activity. These 572 students entered the College in the fall of 1990 as their first college experience, took courses at the college, and then were followed further if they matriculated to a senior colleges or universities in the University System of Georgia during a five-year period to the end of the fall of 1995.

Findings

All students (N = 572)

Five-year transfer patterns were calculated for the 572 students who entered the College for their first college experience during the fall of 1990 and who did not transfer any academic credit to the two-year college over the five-year study period. Of the 572 students in this group, 16.4 percent (94/572) and 19.4 percent (111/572) had either no earned academic credits (do not include remedial courses) at Gainesville College or no more than 15, respectively. Thus over 35

percent of the cohort never generated more than one quarter's worth of academic credit at the originating college over the five-year study period. Of the 572 students, 26.2 percent (150/572) had completed the associate degree at the two-year college within the five-year study period.

Overall transfer activity among these students was 36.4 percent (208/572). The majority of the students who transferred (n = 208) did so to the University of Georgia (UGA) (40.9%, 85/208) or North Georgia College and State University (NGCSU) (35.6%, 74/208) for a total of 76.5 percent of the total transfers. The only other senior System institution that students from Gainesville College transfer to in appreciable numbers is Georgia State University (GSU) (8.2%, 17/208). All of these System institutions are within commuting distance of the originating college.

Male versus Female

Males accounted for 45.3 percent (259/572) of the total whereas 54.7 percent were females (313/572). As a percent of the total, females are more likely to have earned associate degrees (29.1%, 91/313) within the five-year study period as compared to males (22.8%, 59/259). Females were also more likely to have earned more than 15 academic credit hours (66.8%, 209/313) as compared to males (61.0%, 158/259). Given that females are more likely to complete more credits and earn associate degrees as compared to males, it is not surprising that females transfer to senior colleges and universities within the System at higher rates (38.7%, 121/313) as compared to males (33.6%, 87/259). Of those who transfer, females are more likely to transfer to NGCSU (41.3%, 50/121) as compared to males (27.6%, 24/87). NGCSU offers programs in nursing and education that attract a predominantly female clientele.

Traditional versus Nontraditional Age

Nontraditional students in this study are those who are 25 years of age or older at the time of first entry to the College during the fall of 1990. The comprised 14.3 percent (82/572) of the cohort, whereas 85.7 percent (490/572) were under 25 years of age at the time of first entry into the College. The more traditional-aged students (under 25 at first entry to college) were more likely within the five-year study period (Fall 1990 to Fall 1995) to earn associate degrees (26.9%) earn 45 or more academic credits (51.2%) and transfer to a System senior college or university (38.4%) as compared to the 25 years of age and over group: 22.0% (associate degrees), 35.4% (45+ credits), and 24.4% (transfer activity).

Associate Degree Earners at the College

Of the 572 students, 26.2 percent (150/572) had earned associate degrees within five years of entering the originating college. Those with associate degrees are much more likely to transfer (71.3%, 107/150) as compared to those without the associate degree (23.9%, 101/422). NGCSU receives half (49.5%, 53/107) of all the College's transfer majors with associate degrees who go on to transfer (n = 107) and UGA receives most of the remainder (36.4%, 39/107).

Multi-Year Analysis

The 572 students in this study with self-declared transfer majors and no transfer credit to the College over the entire five-year period were followed for one, two, three, four, and five-year

periods to investigate how long it took to generate credits, earn degrees, and transfer to a System senior college or university. The data indicate that within the first two years of starting at the College, students who do not generate more than 15 academic credits are not going to continue studying at the College for a third year as the number of these students essentially leveled out at around 16.6 percent (95/572) after three years. This same relationship appeared true for the other categories of earned credit as well. For the most part, students earn all the credits they intend to take within three years of entry to the College. For example, 47.9 percent (274/572) of the 572 students who started in the fall of 1990 had 45 or more credits by the fall of 1993. That percentage increased to only 49.0 percent (280/572) over the next two years. Although 40 percent of the enrolled students at the College during any given quarter are part-time, few students in the study were earning credits at the College beyond the third year.

Within two years of entering the College, 30.0 percent (45/150) of the 150 students who earned an associate degree had done so. By the end of the third year, 72.0 percent (108/150) had earned their associate degree from the College and by the end of the fourth year almost all of the 150 students earned associate degrees (91.3%, 137/150).

Transfer activity parallels course-taking at the College. Most of the students who transfer to a senior college or university have done so by their third year after entering college. Only 12.5 percent (26/208) of those students who transferred to System institutions within five years of entering the College do so within the first year. By the end of the second year after entering the College, one of two students who go on to transfer (51.0%, 106/208) have done so, and by the end of the third year almost all of those who eventually transfer have done so (83.6%, 174/208).

Most students appear to come to Gainesville College, take part-time to full-time loads from one quarter to the next and in general finish their coursework within three years and transfer if they intend to do so. Very few students continue to pursue their college aspirations or transfer interests beyond three or four years of entering the College. There is only so much time, energy, and money to devote to the pursuit of higher education.

The majority of those students who transferred to UGA matriculated by the third year (94.1%, 80/85), whereas the transfer activity to NGCSU continued from 74 percent (55/74) in the third year to 93.2 percent (69/74) in the fourth year. This pattern was also observed for student transfer flow to GSU.

Transfer by Academic Credit Hours Earned at the College

Students who do not earn at least 15 academic credits (does not include remedial courses) at the College do not transfer elsewhere at appreciable rates (15.4%, 6/94). Students who do not progress at the College, tend not to turn to other college's within the System for success. For most of these students, Gainesville College is the beginning and the end of their experience with higher education. This also holds true for those with 16 to 44 quarter hour credits at the College as well in that only 9.0 percent (10/111) transferred within the five-year period. Almost all the transfer activity from the College to senior institutions within the University System occurs after transfer-oriented students earn 45 or more academic credits and are into their sophomore year of course work. In addition, 59.8 percent (107/179) of the students with 45 or more academic credits had associate degrees prior to transfer. Of the 208 students who transferred, 179 or 86.1%

earned 45 or more academic credits at the College. Only 7.7 percent (16/208) of the total transfers had 15 or fewer earned credits.

Effect of Developmental Studies Needs on Transfer Activity

Sixty two percent (n = 354) of the 572 students in the cohort were placed into one or more developmental studies (DS) courses in English, reading, and mathematics. Institutional credits earned by students in remedial courses do not count towards graduation and are not included in the academic credit hour totals. Students without any DS course needs (i.e. regular placement) at the time of entry to the College (38.1%, 218/572) earn academic credits and associate degrees at rates appreciably higher then those that enter with DS needs. For example, almost 64 percent (63.9%, 139/218) of those students without remedial needs earned 45 or more academic credits within five years of entering the College as compared to only 40 percent (141/354) of those with a need for one or more remedial requirements.

The greater the number of DS requirements, the greater the likelihood that the student will not generate any academic credit hours at the College within five years of entering. Whereas 11.6 percent (17/147) of those with one DS need did not earn any academic credits, the percent of those with DS needs in all three areas who did not earn any academic credit was 37.8 (37/98). Another 24.5 percent (24/98) of those with three DS requirements did not earn more than 1 to 15 academic credits at the College. Thus 62.3 percent of those who start the College with three DS requirements never earn more than 15 academic credits over a five-year period. Over the five-year period, 34.9 percent (76/218) of the students without remedial needs earned associate degrees as compared to only 20.9 percent (74/354) of those with one or more remedial requirements.

Within five years of entering the College, 50.0 percent (109/218) of those without any remedial needs transferred to a senior college or university within the System with 55 percent (60/109) of those students transferring to UGA. Although this transfer rates is relatively high compared to other groups, it indicates that even regular placement students with transfer aspirations as indicated by their self-declared transfer major do not necessarily meet all the logistical, financial, and motivational challenges inherent in progressing through the educational pipeline in a timely fashion.

Students with one or more DS requirements transfer at a rate of 27.7 percent (98/354) which is about half that of regular placement students. The transfer rate is variable depending on the number of developmental studies requirements. Those with one developmental area transfer within five years of starting at the College at a rate of 38.1 percent (56/147), whereas the rate of those with two or three DS requirements is much lower at 24.8 percent (27/109) and 15.3 percent (15/98), respectively. Interestingly, students with DS requirements who transfer to a senior unit are much more likely to transfer to NGCSU (52.2%, 35/67) than UGA (22.4%, 15/67), whereas just the opposite is true of those without any DS needs. Very few students with two or three DS requirements transfer to UGA.

Despite the dismal performance of large numbers of students who enter the College with all three DS requirements, there are those few among this group of 98 students who go on to earn 45 or more academic credits (n = 27), associate degrees (n = 16), and successfully transfer within five years to GSU (n = 2), UGA (n = 2), NGCSU (n = 6), and elsewhere (n = 5). Consid-

ering how low these rates are, these students might best be advised to consider vocational training.

Developmental Studies Mathematics: Of the three DS areas - English, reading, and mathematics - the latter is the most difficult stumbling block for many students. There are two levels of remedial mathematics: DSM 010 and DSM 011. Students who place into DSM 010 must complete that course with a 'C' or better before taking DSM 011. Exiting from DSM 011 requires a passing score on an exit test before students can progress to regular placement mathematics.

The 287 students (50.2% of the 572 in the study) who entered the College without the need for developmental studies mathematics (DSM) transferred at the same rate (49.1%, 141/287) as those without any of the three DS requirements (50.0%, 109/218). Transfer rates for students who require DSM are 23.5 percent (67/285) which is about half that of those that do not place into remedial mathematics (49.1%).

Of the two levels of remedial mathematics, placement into the lowest level (DSM 010) results in very low transfer rates of 15.2 percent (20/132) within five years of entering the College. Of the 132 students who placed into DSM 010, 36.4% (n = 48) did not generate any academic credits at the College and another 29.5% (n = 39) earned 15 or fewer for a combined 65.9 percent with no more than 15 academic credits. The majority of the students who start in DSM 010 and who transfer to System institutions from the College matriculate to NGCSU (65.0%, 13/20). Students who enter the College with placement into DSM 011 transfer to baccalaureate-granting System units at rates of 30.7 percent (47/153) which is twice that of those who enter at the DSM 010 level (15.2%).

Effect of the College Preparatory Curriculum in High School on Progress in College

The University System of Georgia requires that students complete a college preparatory curriculum (CPC) in high school prior to entering college or take make up courses in college for any deficiencies. Developmental studies courses in English and mathematics satisfy deficiencies in those CPC areas, whereas students with CPC deficiencies in foreign language, science, and social science must pass designated college-level courses to satisfy the CPC requirement.

Students who enter the College with all CPC areas satisfied (66.1%, 378/572) progress through college with more success than those with one or more of the five CPC deficiencies (33.9%, 194/572). Students who enter the College without any CPC deficiencies (n=378) were more likely within five years to earn 45 or more academic credits (55.8% or 211 students) receive associate degrees (32.0% or 121), and transfer to senior units within the system (42.9% or 162) as compared to those 194 students with one or more CPC deficiencies (35.6% or 69 students with 45 or more credits; 14.9% or 29 with associate degrees; 23.7% or 46 transferred to senior units). Those with only one CPC deficiency (n = 57) showed similar patterns of academic progress as compared to those without any CPC deficiencies (57.9% or 33 students with 45 or more credits; 28.1% or 16 with associate degrees; 40.4% or 23 transferred to senior units).

Progress declined markedly when the number of CPC deficiencies was two (n = 46): 28.3% or 13 students with 45 or more credits; 15.2% or 7 with associate degrees; 21.7% or 10 transferred to senior units). Although few in number, students who enter the College with five CPC deficiencies (n = 6) have virtually no chance of earning 45 academic credits (n = 1), receiving an

associate degree (n = 1), or transferring (n = 1). Four of the six students (66.7%) with five CPC deficiencies did not earn any credits within five years of entering the College.

Of those who enter with CPC-deficiencies (n = 194) very few did not take and/or pass the requisite years of English in high school (n = 7). Most of the CPC-deficiencies are in foreign language (n = 137), science (n = 134), mathematics (n = 129), and social science (n = 52). Very few of those who enter the College with a CPC-English deficiency progress in any appreciable way through the curriculum (for example, 4 of the 7 earned no academic credit and only one transferred), while those with CPC-deficiencies in any of the other areas progress at rates about a third to a half of those without any CPC-deficiencies when comparing associate degree attainment, 45 or more credits earned, or transfer to a senior unit within the System. For example, of those who enter Gainesville College with a foreign language deficiency (n = 137), 14.6 percent (20/137) earned an associate degree, 32.1 percent (25/137), and 21.2 percent transferred (29/137).

Self-Declared Business Administration Majors

Of the 572 students in the cohort, 120 (21.0%) were self-declared business administration majors while 452 (79.0%) were in other transfer programs at the College. Thirty-five percent (42/120) of those in the business administration program earned associate degrees within five years of entering the College as compared to 23.9% (108/452) of those in other self-declared transfer majors. Twenty-eight percent (42/150) of the 150 associate degrees earned by the total cohort were awarded to business administration majors. Those within the business administration program were somewhat more likely to transfer (41.7%, 50/120) to a senior institution within the System over the five-year study period as compared to those with other majors (35.0%, 158/452).

Retaining students within a program such that they make a substantial investment in their academic future yields benefits in terms of progress through the educational pipeline. When one looks at business administration majors with more than 60 earned academic credit hours and a 'C' or better in three pivotal business courses (Accounting II and the two-quarter economics sequence) or simply those with associate degrees from the College then the transfer rates soar to 81.6 percent and 78.6 percent respectively. Of those who transfer to senior units within the University System of Georgia with a substantial investment in the business curriculum, most matriculate to North Georgia College and State University (around 60%) while most of the rest go to UGA (around 27%).

Concluding Remarks

Calculations of transfer rates that take into account student goals and their progress through the curriculum provide a more focused way of yielding rates that are meaningful and diagnostic to decision-makers. Transfer rates mirror faculty values, attitudes, and practices which collectively help to transition students from the two-year college to the baccalaureate degree. Determination of general and program-specific transfer rates provides an analytical tool to gauge the effectiveness of articulation efforts. It also provides insight into the transfer patterns of various subpopulations of students. Tracking student progress through the curriculum and from there to successful transfer to a senior college or university is a means of determining the extent to which

the campus culture encourages transfer activity. In addition, data reflecting positively on the transfer role played by two-year colleges helps to counteract the perception that the curriculum and the environment in two-year colleges may not adequately prepare them for transfer or may actually discourage them from doing so.

Longitudinal Transfer Analysis
Fall 1990 to Fall 1995

Cohort Students who started at Gainesville College during the fall of 1990 were followed for five years through to the end of the fall of 1995. Students were only followed to institutions within the University System of Georgia (USG). Those who transferred out of the USG are not included in the analysis, hence overall transfer rates are likely 5-10% higher than those reported.

		Total		GC Associate		Academic Credits Earned at GC: 0		1 to 15		16 to 44		45 or more	
		N	%All	n	%N	n	%N	n	%N	n	%N	n	%N
Students regardless of trnsfr crdt to GC													
All		760	100.0	187	24.6	118	15.5	157	20.7	125	16.4	360	47.4
Only transfer majors (AA or AS)		680	89.5	173	25.4	105	15.4	134	19.7	112	16.5	329	48.4
Nontransfer majors (AAS)		80	10.5	14	17.5	13	16.3	23	28.7	13	16.3	31	38.8
Students with transfer credit to GC		126	100.0	30	23.8	15	11.9	27	21.4	27	21.4	57	45.2
Transfer majors with trnsfr crdt to GC		108	85.7	23	21.3	11	10.2	23	21.3	25	23.1	49	45.4
Nontrnsfr majors with trnsfr crdt to GC		18	14.3	7	38.9	4	22.2	4	22.2	2	11.1	8	44.4
Students without transfer credit to GC		634	100.0	157	24.8	103	16.2	130	20.5	98	15.5	303	47.8
Transfer majors w/o trnsfr crdt to GC		572	90.2	150	26.2	94	16.4	111	19.4	87	15.2	280	49.0
Nontrnsfr majors w/o trnsfr crdt to GC		62	9.8	7	11.3	9	14.5	19	30.6	11	17.7	23	37.1
Transfer majors w/o transfer credit to GC													
All		572	100.0	150	26.2	94	16.4	111	19.4	87	15.2	280	49.0
Sex	Males	259	45.3	59	22.8	41	15.8	60	23.2	41	15.8	117	45.2
	Females	313	54.7	91	29.1	53	16.9	51	16.3	46	14.7	163	52.1
Age	Less than 25 at first enrollment	490	85.7	132	26.9	62	12.7	99	20.2	78	15.9	251	51.2
	25 or more at first enrollment	82	14.3	18	22.0	32	39.0	12	14.6	9	11.0	29	35.4
2Y Degree from GC													
	No Associate Degree	422	73.8	0	0.0	94	22.3	111	26.3	87	20.6	130	30.8
	Associate Degree	150	26.2	150	100.0	0	0.0	0	0.0	0	0.0	150	100.0
Year by Year Analysis													
1-Yr	Fall 1990 to Fall 1991	572	100.0	0	0.0	97	17.0	133	23.3	170	29.7	172	30.1
2-Yr	Fall 1990 to Fall 1992	572	100.0	45	7.9	96	16.8	115	20.1	102	17.8	259	45.3
3-Yr	Fall 1990 to Fall 1993	572	100.0	108	18.9	95	16.6	111	19.4	92	16.1	274	47.9
4-Yr	Fall 1990 to Fall 1994	572	100.0	137	24.0	94	16.4	111	19.4	87	15.2	280	49.0
5-Yr	Fall 1990 to Fall 1995	572	100.0	150	26.2	94	16.4	111	19.4	87	15.2	280	49.0

Academic credit hours do not include institutional credit from remedial courses.

	Total		GC Associate		Academic Credits Earned at GC							
					0		1 to 15		16 to 44		45 or more	
	N	%All	n	%N	n	%N	n	%N	n	%N	n	%N
Transfer by Credit Hrs Earned at GC												
No credits earned	94	16.4	0	0.0	94	100.0	0	0.0	0	0.0	0	0.0
1 to 15	111	19.4	0	0.0	0	0.0	111	100.0	0	0.0	0	0.0
16 to 44	87	15.2	0	0.0	0	0.0	0	0.0	87	100.0	0	0.0
45 or more	280	49.0	150	53.6	0	0.0	0	0.0	0	0.0	280	100.0
DS requirements												
No DS requirements	218	38.1	76	34.9	19	8.7	28	12.8	32	14.7	139	63.8
1 to 3 DS	354	61.9	74	20.9	75	21.2	83	23.4	55	15.5	141	39.8
1 DS	147	25.7	40	27.2	17	11.6	26	17.7	26	17.7	78	53.1
2 DS	109	19.1	18	16.5	21	19.3	33	30.3	19	17.4	36	33.0
3 DS	98	17.1	16	16.3	37	37.8	24	24.5	10	10.2	27	27.6
DSM requirement only												
No DSM (regular)	287	50.2	98	34.1	26	9.1	39	13.6	44	15.3	178	62.0
DSM 010 or DSM 011	285	49.8	52	18.2	68	23.9	72	25.3	43	15.1	102	35.8
DSM 010	132	23.1	12	9.1	48	36.4	39	29.5	14	10.6	31	23.5
DSM 011	153	26.7	40	26.1	20	13.1	33	21.6	29	19.0	71	46.4
CPC Requirements												
No CPC remediation	378	66.1	121	32.0	60	15.9	50	13.2	57	15.1	211	55.8
CPC required	194	33.9	29	14.9	35	18.0	61	31.4	30	15.5	69	35.6
One CPC	57	10.0	16	28.1	8	14.0	9	15.8	7	12.3	33	57.9
Two CPC	46	8.0	7	15.2	7	15.2	21	45.7	6	13.0	13	28.3
Three CPC	60	10.5	4	6.7	11	18.3	21	35.0	12	20.0	16	26.7
Four CPC	25	4.4	2	8.0	5	20.0	9	36.0	5	20.0	6	24.0
Five CPC	6	1.0	0	0.0	4	66.7	1	16.7	0	0.0	1	16.7
By CPC Area												
English Required	7	1.2	0	0.0	4	57.1	1	14.3	0	0.0	2	28.6
Foreign language	137	24.0	20	14.6	25	18.2	43	31.4	25	18.2	44	32.1
Mathematics	129	22.6	11	8.5	26	20.2	49	38.0	19	14.7	35	27.1
Science	134	23.4	16	11.9	26	19.4	43	32.1	22	16.4	43	32.1
Social Science	52	9.1	3	5.8	12	23.1	19	36.5	9	17.3	12	23.1
Not Business Admin major	452	79.0	108	23.9	76	16.8	88	19.5	71	15.7	217	
Business Admin Majors at GC	120	21.0	42	35.0	18	15.0	23	19.2	16	13.3	63	52.5
>=60 GC credits and A,B,C in Bua 111 and Ecn 105-106	43	7.5	38	88.4	0	0.0	0	0.0	0	0.0	43	100.0
Above and GC Associate Degree	38	6.6	38	100.0	0	0.0	0	0.0	0	0.0	38	100.0
Associate Degree	42	7.3	42	100.0	0	0.0	0	0.0	0	0.0	42	100.0

Academic credit hours do not include institutional credit from remedial courses.

Longitudinal Transfer Analysis
Fall 1990 to Fall 1995

Cohort Students who started at Gainesville College (GC) during the fall of 1990 were followed for five years through to the end of the fall of 1995. Students were to institutions within the University System of Georgia (USG). Those who transferred out of the USG are not included in the analysis, hence overall tran: are likely 5-10% higher than those reported.

		Total		Univ/Sr Transfer Rate		Percent of Total Transfer Students by Senior Institution											
						Georgia State Univ			Univ of Georgia			North Georgia			Other USG Sr Units		
		N	%All	tN	%N	n	%N	%tN	n	%N	%tN	n	%N	%tN	n	%N	%tN
Students regardless of trnsfr crdt to GC																	
All		760	100.0	273	35.9	25	3.3	9.2	104	13.7	38.1	95	12.5	34.8	49	6.4	17.9
Only transfer majors (AA or AS)		680	89.5	261	38.4	24	3.5	9.2	100	14.7	38.3	93	13.7	35.6	44	6.5	16.9
Nontransfer majors (AAS)		80	10.5	12	15.0	1	1.3	8.3	4	5.0	33.3	2	2.5	16.7	5	6.3	41.7
Students with transfer credit to GC		126	100.0	57	45.2	8	6.3	14.0	15	11.9	26.3	20	15.9	35.1	14	11.1	24.6
Transfer majors with trnsfr crdt to GC		108	85.7	53	49.1	7	6.5	13.2	15	13.9	28.3	19	17.6	35.8	12	11.1	22.6
Nontrnsfr majors with trnsfr crdt to GC		18	14.3	4	22.2	1	5.6	25.0	0	0.0	0.0	1	5.6	25.0	2	11.1	50.0
Students without transfer credit to GC		634	100.0	216	34.1	17	2.7	7.9	89	14.0	41.2	75	11.8	34.7	35	5.5	16.2
Transfer majors w/o trnsfr crdt to GC		572	90.2	208	36.4	17	3.0	8.2	85	14.9	40.9	74	12.9	35.6	32	5.6	15.4
Nontrnsfr majors w/o trnsfr crdt to GC		62	9.8	8	12.9	0	0.0	0.0	4	6.5	50.0	1	1.6	12.5	3	4.8	37.5
Transfer majors w/o transfer credit to GC																	
All		572	100.0	208	36.4	17	3.0	8.2	85	14.9	40.9	74	12.9	35.6	32	5.6	15.4
Sex	Males	259	45.3	87	33.6	6	2.3	6.9	37	14.3	42.5	24	9.3	27.6	20	7.7	23.0
	Females	313	54.7	121	38.7	11	3.5	9.1	48	15.3	39.7	50	16.0	41.3	12	3.8	9.9
Age	Less than 25 at first enrollment	490	85.7	188	38.4	16	3.3	8.5	83	16.9	44.1	59	12.0	31.4	30	6.1	16.0
	25 or more at first enrollment	82	14.3	20	24.4	1	1.2	5.0	2	2.4	10.0	15	18.3	75.0	2	2.4	10.0
2Y Degree from GC																	
	No Associate Degree	422	73.8	101	23.9	9	2.1	8.9	46	10.9	45.5	21	5.0	20.8	25	5.9	24.8
	Associate Degree	150	26.2	107	71.3	8	5.3	7.5	39	26.0	36.4	53	35.3	49.5	7	4.7	6.5
Year by Year Analysis																	
1-Yr	Fall 1990 to Fall 1991	572	100.0	26	4.5	0	0.0	0.0	9	1.6	34.6	6	1.0	23.1	11	1.9	42.3
2-Yr	Fall 1990 to Fall 1992	572	100.0	106	18.5	4	0.7	3.8	55	9.6	51.9	30	5.2	28.3	17	3.0	16.0
3-Yr	Fall 1990 to Fall 1993	572	100.0	174	30.4	10	1.7	5.7	80	14.0	46.0	55	9.6	31.6	29	5.1	16.7
4-Yr	Fall 1990 to Fall 1994	572	100.0	195	34.1	13	2.3	6.7	84	14.7	43.1	69	12.1	35.4	29	5.1	14.9
5-Yr	Fall 1990 to Fall 1995	572	100.0	208	36.4	17	3.0	8.2	85	14.9	40.9	74	12.9	35.6	32	5.6	15.4

Academic credit hours do not include institutional credit from remedial courses.

	Total		Univ/Sr Transfer Rate		Percent of Total Transfer Students by Senior Institution											
					Georgia State Univ			Univ of Georgia			North Georgia			Other USG Sr Units		
	N	%All	tN	%N	n	%N	%tN	n	%N	%tN	n	%N	%tN	n	%N	%tN
Transfer by Credit Hrs Earned at GC																
No credits earned	94	16.4	6	6.4	0	0.0	0.0	2	2.1	33.3	1	1.1	16.7	3	3.2	50.0
1 to 15	111	19.4	10	9.0	1	0.9	10.0	2	1.8	20.0	2	1.8	20.0	5	4.5	50.0
16 to 44	87	15.2	13	14.9	1	1.1	7.7	3	3.4	23.1	4	4.6	30.8	5	5.7	38.5
45 or more	280	49.0	179	63.9	15	5.4	8.4	78	27.9	43.6	67	23.9	37.4	19	6.8	10.6
Developmental Studies requirements																
No DS requirements	218	38.1	109	50.0	8	3.7	7.3	60	27.5	55.0	27	12.4	24.8	14	6.4	12.8
1 to 3 DS	354	61.9	98	27.7	9	2.5	9.2	25	7.1	25.5	47	13.3	48.0	17	4.8	17.3
1 DS	147	25.7	56	38.1	1	0.7	1.8	20	13.6	35.7	29	19.7	51.8	6	4.1	10.7
2 DS	109	19.1	27	24.8	6	5.5	22.2	3	2.8	11.1	12	11.0	44.4	6	5.5	22.2
3 DS	98	17.1	15	15.3	2	2.0	13.3	2	2.0	13.3	6	6.1	40.0	5	5.1	33.3
DS Math requirement only																
No DSM (regular)	287	50.2	141	49.1	12	4.2	8.5	70	24.4	49.6	39	13.6	27.7	20	7.0	14.2
DSM 010 or DSM 011	285	49.8	67	23.5	5	1.8	7.5	15	5.3	22.4	35	12.3	52.2	12	4.2	17.9
DSM 010 (lowest)	132	23.1	20	15.2	1	0.8	5.0	2	1.5	10.0	13	9.8	65.0	4	3.0	20.0
DSM 011	153	26.7	47	30.7	4	2.6	8.5	13	8.5	27.7	22	14.4	46.8	8	5.2	17.0
College Prep Curriculum in High School																
No CPC remediation	378	66.1	162	42.9	12	3.2	7.4	71	18.8	43.8	56	14.8	34.6	23	6.1	14.2
CPC required	194	33.9	46	23.7	5	2.6	10.9	14	7.2	30.4	18	9.3	39.1	9	4.6	19.6
One CPC	57	10.0	23	40.4	3	5.3	13.0	11	19.3	47.8	8	14.0	34.8	1	1.8	4.3
Two CPC	46	8.0	10	21.7	1	2.2	10.0	1	2.2	10.0	6	13.0	60.0	2	4.3	20.0
Three CPC	60	10.5	7	11.7	1	1.7	14.3	2	3.3	28.6	1	1.7	14.3	3	5.0	42.9
Four CPC	25	4.4	5	20.0	0	0.0	0.0	0	0.0	0.0	3	12.0	60.0	2	8.0	40.0
Five CPC	6	1.0	1	16.7	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	1	16.7	100.0
By CPC Deficiency																
English	7	1.2	1	14.3	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	1	14.3	100.0
Foreign Language	137	24.0	29	21.2	3	2.2	10.3	6	4.4	20.7	12	8.8	41.4	8	5.8	27.6
Mathematics	129	22.6	23	17.8	3	2.3	13.0	7	5.4	30.4	6	4.7	26.1	7	5.4	30.4
Science	134	23.4	28	20.9	2	1.5	7.1	6	4.5	21.4	13	9.7	46.4	7	5.2	25.0
Social Science	52	9.1	8	15.4	0	0.0	0.0	0	0.0	0.0	4	7.7	50.0	4	7.7	50.0
Not Business Admin major	452	79.0	158	35.0	12	2.7	7.6	70	15.5	44.3	50	11.1	31.6	26	5.8	16.5
Business Admin Majors at GC	120	21.0	50	41.7	5	4.2	10.0	15	12.5	30.0	24	20.0	48.0	6	5.0	12.0
>=60 GC credits and A,B,C in Bus 111 and Ecn 105-106	43	7.5	35	81.4	5	11.6	14.3	9	20.9	25.7	21	48.8	60.0	0	0.0	0.0
Above and GC Associate Degree	38	6.6	31	81.6	4	10.5	12.9	9	23.7	29.0	18	47.4	58.1	0	0.0	0.0
Associate Degree	42	7.3	33	78.6	4	9.5	12.1	9	21.4	27.3	20	47.6	60.6	0	0.0	0.0

Academic credit hours do not include institutional credit from remedial courses.

Longitudinal Transfer Analysis

Fall 1990 to Fall 1995

Cohort **Students who started at Gainesville College (GC) during the fall of 1990 were followed for five years through to the end of the fall of 1995. Students were only followed to institutions within the University System of Georgia (USG). Those who transferred out of the USG are not included in the analysis, hence overall transfer rates are likely 5-10% higher than those reported. Academic credit hours do not include institutional credit from remedial courses.**

		Total		GC Associate		Academic Credits Earned at GC								Univ/Sr		Percent of Total Transfer Students by Senior Institution									
						0		1 to 15		16 to 44		45 or more		Transfer Rate		Georgia State Univ			Univ of Georgia			North Georgia			Other USG Sr Units		
		N	%All	n	%N	n	%N	n	%N	n	%N	n	%N	tN	%N	n	%N	%tN	n	%N	%tN	n	%N	%tN	n	%N	%tN
Students regardless of transfr crdt to GC																											
	All	760	100.0	187	24.6	118	15.5	157	20.7	125	16.4	360	47.4	273	35.9	25	3.3	9.2	104	13.7	38.1	95	12.5	34.8	49	6.4	17.9
	Only transfer majors (AA or AS)	680	89.5	173	25.4	105	15.4	134	19.7	112	16.5	329	48.4	261	38.4	24	3.5	9.2	100	14.7	38.3	93	13.7	35.6	44	6.5	16.9
	Nontransfer majors (AAS)	80	10.5	14	17.5	13	16.3	23	28.7	13	16.3	31	38.8	12	15.0	1	1.3	8.3	4	5.0	33.3	2	2.5	16.7	5	6.3	41.7
Students with transfer credit to GC		126	100.0	30	23.8	15	11.9	27	21.4	27	21.4	57	45.2	57	45.2	8	6.3	14.0	18	11.9	26.3	20	15.9	35.1	14	11.1	24.6
	Transfer majors with transfr crdt to GC	108	85.7	23	21.3	11	10.2	23	21.3	25	23.1	49	45.4	53	49.1	7	6.5	13.2	15	13.9	28.3	19	17.6	35.8	12	11.1	22.6
	Nontransfr majors with transfr crdt to GC	18	14.3	7	38.9	4	22.2	4	22.2	2	11.1	8	44.4	4	22.2	1	5.6	25.0	0	0.0	0.0	1	5.6	25.0	2	11.1	50.0
Students without transfer credit to GC		634	100.0	157	24.8	103	16.2	130	20.5	98	15.5	303	47.8	216	34.1	17	2.7	7.9	89	14.0	41.2	75	11.8	34.7	35	5.5	16.2
	Transfer majors w/o transfr crdt to GC	572	90.2	150	26.2	94	16.4	111	19.4	87	15.2	280	49.0	208	36.4	17	3.0	8.2	85	14.9	40.9	74	12.9	35.6	32	5.6	15.4
	Nontransfr majors w/o transfr crdt to GC	62	9.8	7	11.3	9	14.5	19	30.6	11	17.7	23	37.1	8	12.9	0	0.0	0.0	4	6.5	50.0	1	1.6	12.5	3	4.8	37.5
Transfer majors w/o transfer credit to GC																											
	All	572	100.0	150	26.2	94	16.4	111	19.4	87	15.2	280	49.0	208	36.4	17	3.0	8.2	85	14.9	40.9	74	12.9	35.6	32	5.6	15.4
Sex	Males	259	45.3	59	22.8	41	15.8	60	23.2	41	15.8	117	45.2	87	33.6	6	2.3	6.9	37	14.3	42.5	24	9.3	27.6	20	7.7	23.0
	Females	313	54.7	91	29.1	53	16.9	51	16.3	46	14.7	163	52.1	121	38.7	11	3.5	9.1	48	15.3	39.7	50	16.0	41.3	12	3.8	9.9
Age	Less than 25 at first enrollment	490	85.7	132	26.9	62	12.7	99	20.2	78	15.9	251	51.2	188	38.4	16	3.3	8.5	83	16.9	44.1	59	12.0	31.4	30	6.1	16.0
	25 or more at first enrollment	82	14.3	18	22.0	32	39.0	12	14.6	9	11.0	29	35.4	20	24.4	1	1.2	5.0	2	2.4	10.0	15	18.3	75.0	2	2.4	10.0
2Y Degree from GC																											
	No Associate Degree	422	73.8	0	0.0	94	22.3	111	26.3	87	20.6	130	30.8	101	23.9	9	2.1	8.9	46	10.9	45.5	21	5.0	20.8	25	5.9	24.8
	Associate Degree	150	26.2	150	100.0	0	0.0	0	0.0	0	0.0	150	100.0	107	71.3	8	5.3	7.5	39	26.0	36.4	53	35.3	49.5	7	4.7	6.5
Year by Year Analysis																											
1-Yr	Fall 1990 to Fall 1991	572	100.0	0	0.0	97	17.0	133	23.3	170	29.7	172	30.1	26	4.5	0	0.0	0.0	9	1.6	34.6	6	1.0	23.1	11	1.9	42.3
2-Yr	Fall 1990 to Fall 1992	572	100.0	45	7.9	96	16.8	115	20.1	102	17.8	259	45.3	106	18.5	4	0.7	3.8	55	9.6	51.9	30	5.2	28.3	17	3.0	16.0
3-Yr	Fall 1990 to Fall 1993	572	100.0	108	18.9	95	16.6	111	19.4	92	16.1	274	47.9	174	30.4	10	1.7	5.7	80	14.0	46.0	55	9.6	31.6	29	5.1	16.7
4-Yr	Fall 1990 to Fall 1994	572	100.0	137	24.0	94	16.4	111	19.4	87	15.2	280	49.0	195	34.1	13	2.3	6.7	84	14.7	43.1	69	12.1	35.4	29	5.1	14.9
5-Yr	Fall 1990 to Fall 1995	572	100.0	150	26.2	94	16.4	111	19.4	87	15.2	280	49.0	208	36.4	17	3.0	8.2	85	14.9	40.9	74	12.9	35.6	32	5.6	15.4

	Total		GC Associate		Academic Credits Earned at GC								Univ/Sr		Percent of Total Transfer Students by Senior Institution								
					0		1 to 15		16 to 44		45 or more		Transfer Rate		Georgia State Univ			Univ of Georgia			North Georgia			Other USG Sr Units		
	N	%All	n	%N	n	%N	n	%N	n	%N	n	%N	UN	%N	n	%N	%UN	n	%N	%UN	n	%N	%UN	n	%N	%UN
Transfer by Credit Hrs Earned at GC																										
No credits earned	94	16.4	0	0.0	94	100.0	0	0.0	0	0.0	0	0.0	6	6.4	0	0.0	0.0	2	2.1	33.3	1	1.1	16.7	3	3.2	50.0
1 to 15	111	19.4	0	0.0	0	0.0	111	100.0	0	0.0	0	0.0	10	9.0	1	0.9	10.0	2	1.8	20.0	2	1.8	20.0	5	4.5	50.0
16 to 44	87	15.2	0	0.0	0	0.0	0	0.0	87	100.0	0	0.0	13	14.9	1	1.1	7.7	3	3.4	23.1	4	4.6	30.8	5	5.7	38.5
45 or more	280	49.0	150	53.6	0	0.0	0	0.0	0	0.0	280	100.0	179	63.9	15	5.4	8.4	78	27.9	43.6	67	23.9	37.4	19	6.8	10.6
Developmental Studies requirements																										
No DS requirements	218	38.1	76	34.9	19	8.7	28	12.8	32	14.7	139	63.8	109	50.0	8	3.7	7.3	60	27.5	55.0	27	12.4	24.8	14	6.4	12.8
1 to 3 DS	354	61.9	74	20.9	75	21.2	83	23.4	55	15.5	141	39.8	98	27.7	9	2.5	9.2	25	7.1	25.5	47	13.3	48.0	17	4.8	17.3
1 DS	147	25.7	40	27.2	17	11.6	26	17.7	26	17.7	78	53.1	56	38.1	1	0.7	1.8	20	13.6	35.7	29	19.7	51.8	6	4.1	10.7
2 DS	109	19.1	18	16.5	21	19.3	33	30.3	19	17.4	36	33.0	27	24.8	6	5.5	22.2	3	2.8	11.1	12	11.0	44.4	6	5.5	22.2
3 DS	98	17.1	16	16.3	37	37.8	24	24.5	10	10.2	27	27.6	15	15.3	2	2.0	13.3	2	2.0	13.3	6	6.1	40.0	5	5.1	33.3
DS Math requirement only																										
No DSM (regular)	287	50.2	98	34.1	26	9.1	39	13.6	44	15.3	178	62.0	141	49.1	12	4.2	8.5	70	24.4	49.6	39	13.6	27.7	20	7.0	14.2
DSM 010 or DSM 011	285	49.8	52	18.2	68	23.9	72	25.3	43	15.1	102	35.8	67	23.5	5	1.8	7.5	15	5.3	22.4	35	12.3	52.2	12	4.2	17.9
DSM 010 (lowest)	132	23.1	12	9.1	48	36.4	39	29.5	14	10.6	31	23.5	20	15.2	1	0.8	5.0	2	1.5	10.0	13	9.8	65.0	4	3.0	20.0
DSM 011	153	26.7	40	26.1	20	13.1	33	21.6	29	19.0	71	46.4	47	30.7	4	2.6	8.5	13	8.5	27.7	22	14.4	46.8	8	5.2	17.0
College Prep Curriculum in High School																										
No CPC remediation	378	66.1	121	32.0	60	15.9	50	13.2	57	15.1	211	55.8	162	42.9	12	3.2	7.4	71	18.8	43.8	56	14.8	34.6	23	6.1	14.2
CPC required	194	33.9	29	14.9	35	18.0	61	31.4	30	15.5	69	35.6	46	23.7	5	2.6	10.9	14	7.2	30.4	18	9.3	39.1	9	4.6	19.6
One CPC	57	10.0	16	28.1	8	14.0	9	15.8	7	12.3	33	57.9	23	40.4	3	5.3	13.0	11	19.3	47.8	8	14.0	34.8	1	1.8	4.3
Two CPC	46	8.0	7	15.2	7	15.2	21	45.7	6	13.0	13	28.3	10	21.7	1	2.2	10.0	1	2.2	10.0	6	13.0	60.0	2	4.3	20.0
Three CPC	60	10.5	4	6.7	11	18.3	21	35.0	12	20.0	16	26.7	7	11.7	1	1.7	14.3	2	3.3	28.6	1	1.7	14.3	3	5.0	42.9
Four CPC	25	4.4	2	8.0	5	20.0	9	36.0	5	20.0	6	24.0	5	20.0	0	0.0	0.0	0	0.0	0.0	3	12.0	60.0	2	8.0	40.0
Five CPC	6	1.0	0	0.0	4	66.7	1	16.7	0	0.0	1	16.7	1	16.7	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	1	16.7	100.0
Hs CPC Deficiency																										
English	7	1.2	0	0.0	4	57.1	1	14.3	0	0.0	2	28.6	1	14.3	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	1	14.3	100.0
Foreign Language	137	24.0	20	14.6	25	18.2	43	31.4	25	18.2	44	32.1	29	21.2	3	2.2	10.3	6	4.4	20.7	12	8.8	41.4	8	5.8	27.6
Mathematics	129	22.6	11	8.5	26	20.2	49	38.0	19	14.7	35	27.1	23	17.8	3	2.3	13.0	7	5.4	30.4	6	4.7	26.1	7	5.4	30.4
Science	134	23.4	16	11.9	26	19.4	43	32.1	22	16.4	43	32.1	28	20.9	2	1.5	7.1	6	4.5	21.4	13	9.7	46.4	7	5.2	25.0
Social Science	52	9.1	3	5.8	12	23.1	19	36.5	9	17.3	12	23.1	8	15.4	0	0.0	0.0	0	0.0	0.0	4	7.7	50.0	4	7.7	50.0
Not Business Admin major	452	79.0	108	23.9	76	16.8	88	19.5	71	15.7	217	48.0	158	35.0	12	2.7	7.6	70	15.5	44.3	50	11.1	31.6	26	5.8	16.5
Business Admin Majors at GC	120	21.0	42	35.0	18	15.0	23	19.2	16	13.3	63	52.5	58	41.7	5	4.2	10.0	15	12.5	30.0	24	20.0	48.0	6	5.0	12.0
>=60 GC credits and A,B,C in Bus 111 and Ecn 105 106	43	7.5	38	88.4	0	0.0	0	0.0	0	0.0	43	100.0	35	81.4	5	11.6	14.3	9	20.9	25.7	21	48.8	60.0	0	0.0	0.0
Above and GC Associate Degree	38	6.6	38	100.0	0	0.0	0	0.0	0	0.0	38	100.0	31	81.6	4	10.5	12.9	9	23.7	29.0	18	47.4	58.1	0	0.0	0.0
Associate Degree	42	7.3	42	100.0	0	0.0	0	0.0	0	0.0	42	100.0	33	78.6	4	9.5	12.1	9	21.4	27.3	20	47.6	60.6	0	0.0	0.0

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